



Thinking & Learning Events

CAROLYN COIL



ADELAIDE

Tuesday 19 - Wednesday 20 May 2015

Breakout sessions are 2 hours in length.
There will be a brief welcome on day one to introduce all presenters.

Tuesday 19 May 2015

Session One | 8:30 am– 10:30 am

Motivating Underachievers

Frustrated by students who have the potential to achieve but somehow do not? This interactive session focuses on these students: our underachievers. Carolyn will provide examples of underachieving students, along with the various definitions and common characteristics associated with underachievement. Examine the causes of underachievement, including student behaviour and attitudes, home life, school structure, curriculum, messages from society and the role of social media and pop culture. Explore the numerous practical strategies that can be used by teachers, administrators, counsellors and parents to motivate and help underachieving students in any school setting.

Session Two | 11:00 am– 1:00 pm

Seven Steps to Successful Student Achievement

Teaching students who are not successful in school or not working up to their potential can be disheartening. In this practical and interactive session, participants discover seven steps that can lead their students to higher achievement in school. Learn a variety of proven strategies for each of the seven steps, all of which can be used with your students immediately!

Session Three | 2:00 pm– 4:00 pm

Successful Teaching in the Differentiated Classroom

Differentiation is a teaching philosophy that moves teachers away from the "one size fits all" curriculum that really fits no one! In this session, we will start by reviewing six important aspects of differentiation in any school setting. Next, we will examine the Coil Horizontal and Vertical Differentiation Model, which shows the ways differentiation can be tied to Bloom's Taxonomy and higher level thinking skills. Finally, examine and learn how to implement four practical differentiation strategies when differentiating curriculum.

Wednesday 20 May 2015

Session One | 8:30 am– 10:30 am

Flexible Grouping: It's More Than Just Moving Their Seats!

The Partnership for 21 Century Skills identifies the 4Cs as essential skills for the 21 Century. Two of these are Communication and Collaboration. They can be developed by teaching our students how to work effectively and respectfully in diverse teams and groups. Flexible grouping for the delivery of instruction is the cornerstone of differentiation and is also one of the best ways to foster our students' abilities to work with one another. When implemented well, flexible grouping can lead to success for every student. While this sounds good in theory, how does it actually work in real classrooms? This session will discuss advantages and disadvantages of various grouping patterns, the needs students have to learn from and communicate with their peers, the importance of face-to-face communication and the positive results that come from learning in small groups. We will also look at 13 Guidelines for Managing Flexible Groups and consider the logistics and management of group work. You will come away with ideas and strategies you can use in your classroom immediately.

Session Two | 11:00 am– 1:00 pm

Differentiation, RTI and Achievement: How They Work Together

How can we meet the needs of all students, including those who struggle academically or behaviourally and those who are far ahead of their same-age peers? How do we know when interventions are working and when they are not? The response to intervention (RTI) approach uses research-based interventions and monitors each student's progress towards success. In this interactive session, explore several achievement strategies and interventions. Learn how to identify student needs through the use of pre-assessment and formative assessment. See how to monitor student progress using various versions of the *Coil RTI Progress Monitoring Form™* – a graphic organiser that helps show problem areas for an individual student, the interventions tried and ways to measure student progress.

Session Three | 2:00 pm– 4:00 pm

Successful Teaching in the Differentiated Classroom

Repeat Session from Tuesday 19 May; Session Three

MELBOURNE

Friday 22 - Monday 25 May 2015

There is a keynote session each morning and then all breakout sessions for this conference are 1.5 hours in length

Friday 22 May 2015

Session One | 9:30 am– 11:00 am

Motivating Underachievers

Frustrated by students who have potential to achieve but somehow do not? This interactive session focuses on these students: our underachievers. Examine the causes of underachievement, including student behaviour and attitudes, home life, school structure, curriculum, messages from society and the role of social media and pop culture. Participants will review numerous practical strategies that can be used by teachers, administrators, counsellors and parents to motivate and help underachieving students.

Friday 22 May 2015 (continued)

Session Two | 11:30 am– 1:00 pm

Challenging the Mindset of the “Hidden” Underachiever

Many gifted students slide by in school, getting acceptable marks while putting forth little effort. These students are called “hidden underachievers”. Examine the mindsets that can lead to hidden underachievement and identify ways to persuade students to embrace academic challenges. Learn forms of encouragement for times of stress or failure and ensure students take responsibility for their own learning.

Session Three | 2:00 pm– 3:30 pm

Seven Steps to Successful Student Achievement

Teaching students who are not working up to their potential can be disheartening. Session participants will discover seven steps that can lead their students to higher achievement in school. Learn a variety of proven strategies for each of the steps, all of which can be implemented immediately!

Saturday 23 May 2015

Session One | 9:30 am– 11:00 am

Successful Teaching in the Differentiated Classroom

Differentiation is a teaching philosophy that moves teachers away from the “one size fits all” curriculum that really fits no one! Review six important aspects of differentiation in any school setting. Examine the Coil Horizontal and Vertical Differentiation Model, which shows ways differentiation can be tied to Bloom’s Taxonomy and higher level thinking skills. Learn how to implement four practical differentiation strategies.

Session Two | 11:30 am– 1:00 pm

Flexible Grouping: It’s More Than Just Moving Their Seats!

The Partnership for 21 Century Skills identifies the 4Cs as essential skills for the 21 century. Two of these are Communication and Collaboration. They can be developed by teaching our students how to work effectively in diverse groups. Flexible grouping for the delivery of instruction is the cornerstone of differentiation and one of the best ways to foster our students’ abilities to work together. Discuss advantages and disadvantages of various grouping patterns, the needs students have to learn from their peers, the importance of face-to-face communication and the positive results that come from learning in small groups. Look at the 13 Guidelines for Managing Flexible Groups and consider the logistics and management of group work.

Session Three | 2:00 pm– 3:30 pm

Creativity x 4: Creative Learning Strategies for the Classroom

Recent research shows that today’s students are less creative than those of earlier generations. Yet two of the most important 21 century skills are creativity and innovation. Learn ways to teach and use these skills and discover how problem-solving can work alongside critical and creative thinking. See four user-friendly formats – Questivities™, SCAMPER, Six Thinking Hats and Encounter Lessons – that enhance creativity. Understand how each format provides ways for students to work on research and listening skills, storytelling and creative projects. You will actively participate in four mini-lessons and will take back samples of all four formats.

Session One | 9:30 am– 11:00 am

**Differentiation, RTI and Achievement:
How They Work Together**

How can we meet the needs of all students, including those who struggle academically or behaviourally and those who are far ahead of their same-age peers? The RTI approach uses research-based interventions and monitors each student's progress toward success. Explore achievement strategies and interventions and learn how to identify student needs through the use of pre- and formative assessment. Monitor student progress using the *Coil RTI Progress Monitoring Form™*.

Session Two | 11:30 am– 1:00 pm

Motivating Underachievers

Repeat Session from Friday 22 May; Session One

Session Three | 2:00 pm– 3:30 pm

Challenging the Mindset of the "Hidden" Underachiever

Repeat Session from Friday 22 May; Session Two

SYDNEY

Wednesday 27 - Thursday 28 May 2015

There is a keynote session each morning and
then all breakout sessions for this conference are 2 hours in length.



Wednesday 27 May 2015

Session One | 8:30 am– 10:30 am

Motivating Underachievers

Frustrated by students who have the potential to achieve but somehow do not? This interactive session focuses on these students: our underachievers. Carolyn will provide examples of underachieving students, along with the various definitions and common characteristics associated with underachievement. Examine the causes of underachievement, including student behaviour and attitudes, home life, school structure, curriculum, messages from society and the role of social media and pop culture. Explore the numerous practical strategies that can be used by teachers, administrators, counsellors and parents to motivate and help underachieving students in any school setting.

Session Two | 11:00 am– 1:00 pm

Seven Steps to Successful Student Achievement

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Session Three | 2:00 pm– 4:00pm

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BRISBANE

Saturday 30 - Sunday 31 May 2015

Breakout sessions are 2 hours in length.
There will be a brief welcome on day one to introduce all presenters.

Saturday 30 May 2015

Session One | 8:30 am– 10:30 am

Motivating Underachievers

Frustrated by students who have the potential to achieve but somehow do not? This interactive session focuses on these students: our underachievers. Carolyn will provide examples of underachieving students, along with the various definitions and common characteristics associated with underachievement. Examine the causes of underachievement, including student behaviour and attitudes, home life, school structure, curriculum, messages from society and the role of social media and pop culture. Explore the numerous practical strategies that can be used by teachers, administrators, counsellors and parents to motivate and help underachieving students in any school setting.

Session Two | 11:00 am– 1:00 pm

Successful Teaching in the Differentiated Classroom

Differentiation is a teaching philosophy that moves teachers away from the "one size fits all" curriculum that really fits no one! In this session, we will start by reviewing six important aspects of differentiation in any school setting. Next, we will examine the Coil Horizontal and Vertical Differentiation Model, which shows the ways differentiation can be tied to Bloom's Taxonomy and higher level thinking skills. Finally, examine and learn how to implement four practical differentiation strategies when differentiating curriculum.

Session Three | 2:00 pm– 4:00 pm

Differentiation, RTI and Achievement: How They Work Together

How can we meet the needs of all students, including those who struggle academically or behaviourally and those who are far ahead of their same-age peers? How do we know when interventions are working and when they are not? The response to intervention (RTI) approach uses research-based interventions and monitors each student's progress towards success. In this interactive session, explore several achievement strategies and interventions. Learn how to identify student needs through the use of pre-assessment and formative assessment. See how to monitor student progress using various versions of the *Coil RTI Progress Monitoring Form™* – a graphic organiser that helps show problem areas for an individual student, the interventions tried and ways to measure student progress.

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Seven Steps to Successful Student Achievement

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Session Two | 11:00 am– 1:00 pm

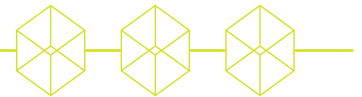
Flexible Grouping: It's More Than Just Moving Their Seats!

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Session Three | 2:00 pm– 4:00 pm

Challenging the Mindset of the "Hidden" Underachiever

Learn the three distinct patterns of underachievement: classic, sporadic and hidden. While all three patterns will be explained, this session focuses on hidden underachievement. Many gifted students slide by in school, getting acceptable marks while putting forth little effort. These students are called "hidden underachievers". Examine the mindsets that can lead to hidden underachievement and identify ways to persuade students to embrace demanding academic challenges. Learn forms of encouragement for times of stress, disappointment and failure and how to ensure students take responsibility for their own learning.



CAROLYN COIL

Carolyn (EdD) is an internationally known speaker and consultant who has worked in the field of education and training for over 30 years. She currently teaches courses in gifted education and does workshops for schools on a wide variety of topics. Carolyn has been adjunct professor at several universities and worked all over the world in places like Bermuda, Ecuador and China.



ADELAIDE

19–20 May

MELBOURNE

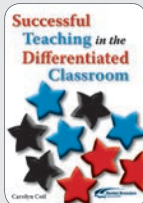
22–25 May

SYDNEY

27–28 May

BRISBANE

30–31 May

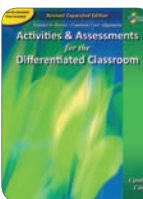


Successful Teaching in the Differentiated Classroom + CD

Carolyn Coil • 9781742394718

A differentiated curriculum is a program of activities that offers various entry points for students who differ in abilities, knowledge and skills. Differentiation thus allows all students to learn and achieve. Successful Teaching in the Differentiated Classroom is the most comprehensive, practical resource you will need to successfully implement the concept of differentiation in your classroom. Following a brief overview of the components, and a teacher self-assessment awareness checklist, are chapters with lesson plans, forms and practical examples for administrators, teachers, students and parents. This comprehensive resource can be used in the school and tertiary classroom, with PLCs, as a study group resource and in staff development workshops.

HB4718 • \$35.95



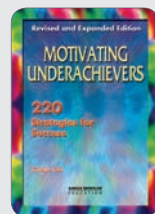
Activities and Assessments (Revised and expanded edition)

Carolyn Coil • 9781743306284

If you are a teacher, an administrator, a professional development coordinator or are in any other position of educational leadership, this book will: Give specific examples of differentiated activities to teachers at all grade levels, clarify how to set up and plan for student choices, explain how to write and implement tiered lessons and units and translate theory into sound educational practice.

Discover 55 “how-to” differentiated units of work with student activities and their corresponding assessments: 24 Tic-Tac-Toe student choice activities and assessments, 10 Individual Lesson Plans (ILP™s) – Differentiated units of work with both required activities and student choice activities and assessments, 6 Primary Individual Lesson Plans – A simpler version of the ILP™ designed for students in grades K-2 and 15 Tiered Lessons/Units with assessments.

POL6284 • \$55.95

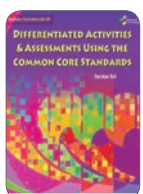


Motivating Underachievers: 220 Strategies for Success (Revised and expanded edition)

Carolyn Coil • 9781741016321

Self esteem, study skills, motivation, parent/teacher collaboration... all play a role in solving the puzzle of underachievement. The purpose of this book is to share some answers by presenting a multitude of strategies that work with underachievers. Pick and choose among them and motivate your underachievers!

HB6320 • \$32.95



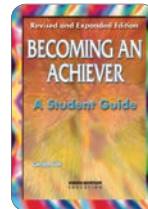
Differentiated Activities and Assessments Across the Australian Curriculum

Carolyn Coil • 9781760013868

A significant advantage of working with the Australian Curriculum is the ability to modify existing content descriptions for broader curriculum application. Because they lend themselves so readily to differentiation, Australian Curriculum content descriptions can lead beyond lower-level test-prep answers to higher-level thinking and mastery of 21st century skills. In this book, Carolyn Coil's

practical examples show educators how to use differentiated curriculum, instruction and assessment to promote individual student achievement. Within this framework, Differentiated Activities and Assessments Across the Australian Curriculum addresses over 50 topics in the Australian Curriculum learning areas of English, Mathematics, Humanities and Social Sciences and Science.

POL3868 • \$39.95

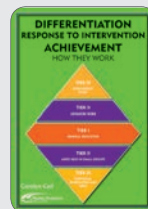


Becoming an Achiever: A Student Guide (Revised and expanded edition)

Carolyn Coil • 9781741016338

You probably know kids at your school who always get As, always know the answer in class and always get the awards at the end of the school year. Not everyone can succeed at everything, but everyone can become an achiever! There are no secret formulas. The choice is yours. But if you are willing to try, this book will show you how. Discover the seven steps to becoming an achiever: self-confidence, goal setting, motivation, time management and organisation, study skills, tests and other assessments, and dealing with 'The System'.

HB6339 • \$32.95



Differentiation, Response to Intervention and Achievement: How They Work

Carolyn Coil • 9781742396507

Differentiation and Response to Intervention work together to allow all students, from the gifted and talented to those with learning difficulties, to achieve their potential. In this book you will learn about a variety of research-based interventions, including behavioural management and instructional strategies. You will find out how to link student needs to specific interventions. This book will show you how to assess and monitor individual student progress, and you will learn how to select and use the Coil RTI Progress Monitoring Forms that best meet your students' needs.

HB6507 • \$35.95



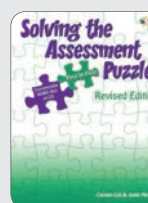
creativity x 4: Using the Common Core Standards

Carolyn Coil • 9781760013851

Creativity and innovation are considered by P21 (Partnership for 21st Century Skills) to be some of the most important areas on which to focus work within the Common Core State Standards. Indeed, in the 21st century, creativity and innovation skills are central components of college and career readiness. Creativity x 4 includes four practical, standards-based lesson planning formats to use to develop creativity and higher-level thinking: Six Thinking

Hats® is a thinking process that identifies six different ways of thinking with each way indicated by a different coloured hat. Each way of thinking adds information and helps students look at problems or challenges more creatively and with a variety of points of view. Encounter Lessons include open-ended questions that help students practice good listening skills, stimulate creativity and higher-level thinking and provide motivation for all students. The Questivities™ format consists of a Project Activity and a series of Thinking Questions that stimulate creative and critical thinking and give practice in research skills. SCAMPER is an acronym for words describing seven different thinking techniques to spark creativity and generate ideas for problem solving. It provides teachers with the means for generating questions and gives students a vehicle for demonstrating higher levels of thinking.

POL3851 • \$29.95



Solving the Assessment Puzzle (Revised edition)

Carolyn Coil, Dodie Merritt • 9781760013875

This updated revised edition of the Best-Selling assessment book includes 100 rubrics, shows how to use rubrics to assess standards and describes how to include Product Criteria Cards in complex rubrics. The expanded glossary includes 50 of the most important assessment terms, each explained in an understandable and user-friendly fashion. The authors explore the uses of data in driving instruction, the new common core standards, the impact of

high-stakes testing and the uses and benefits of alternative assessments.

POL3875 • \$39.95